



STUDENTS AS MAVERICKS FOR CHANGE: A MODEL FOR INTRODUCING EDUCATIONAL ENTREPRENEURSHIP TRAINING

Dr. Marium Din

Department of Education, National University of Modern Languages, Islamabad, Pakistan.

ABSTRACT

The paper is aimed at highlighting the importance of engaging students in educational entrepreneurship. This paper discusses the possibilities to engage students to start their own educational enterprise. These educational enterprises may be small schools, tuition centers, early-childhood education centers and primary schools, etc with limited resources. The 5-stage entrepreneurial model in the context of educational entrepreneurship is also discussed. Moreover this paper suggests a model for Diploma in Educational Entrepreneurship. This dynamic training/education will develop the workforce that will be passionate and prepared for hard work to educate the students in this fast changing environment.

KEY WORDS: Mavericks, entrepreneurship, educational entrepreneurship.

Introduction

The scope of entrepreneurship is expanding day by day. In the era of unemployment and inflation, there is a great need to evolve and introduce some alternate measures of employability through which not only the resources can be generated but also the social well-being can be enhanced. The concept of entrepreneurship is in vogue in the education sector also. There are a lot of students who complete their degrees in education and do not get the desired jobs. They become distressed and anxious just like all those students who complete their education in other subjects/ areas. Unfortunately they do not have much venues open for their employment. There is a great need to equip them with such type of training or education that can make them able to start their own business on small scale initially so that they can earn not only their living but contribute positively in the betterment of their family and society. This is the time to equip them with such knowledge, skills and attitudes that help them to become an effective and efficient educational entrepreneur.

Mavericks

Mavericks are characterized to be those persons who willingly take action, come out of their comfort zone and readily take risk in pursuit of their goals. Openness, Willingness to take risk, Creativity, Big picture- oriented, unafraid of breaking rules, and perseverance are some of the characteristics that are found commonly in all mavericks

Entrepreneurship

Entrepreneurship is defined as the application of enterprise skills specifically to creating and growing organizations in order to identify and build on opportunities (QAA, 2012). Innovation and risk-taking are two essential characteristics of entrepreneurial spirit. These are essential for survival in the ever-changing and increasingly competitive global market. According to Ministry of Education and Research, Norway entrepreneurship can be considered a tool as well as a working method that can accelerate learning in basic skills and subjects.

In many countries entrepreneurship has become one of the key driving forces of economy. A lot of wealth and money has been generated by small business and enterprises. These businesses are started by such individuals who are creative minded and optimistic in a way to bring a positive change by using social and economic mechanisms or strategies to utilize resources in order to make them practical and viable, and a reality. They make a change through their entrepreneurial skills, hard work and initiatives. They have higher self-esteem and greater control on their own lives. In other word it can be said that they are those people who are having internal locus of control which means that whatever success and failure comes to them they believe this is due to their own self. They are master of their own destiny. They attribute their success and failure to their own self. For them the internal variables are more powerful determinant of their fate rather than the extraneous or situational variables.

Significance of Entrepreneurship

A large number of successful people including economists, political leaders and educationists believe that by fostering the sense and skill of entrepreneurship we can maximize not only the individual success but the collective success in the larger social and economic context. It can ensure the improvement of socio-economic status locally, nationally and globally as well.

Entrepreneurship is a lifelong process. It demands a collective attitudinal development. The teachers, and educators at all levels must be trained to inculcate the value of personal business, money generating mechanisms, innovative skills and

business strategies so that all of the people can contribute positively in the economy of the country.

Educational Entrepreneurship

There is a rising concept of entrepreneurship in education also. Many people including educational practitioners, business people, teachers and students are continuously being attracted towards educational entrepreneurship at all levels of education. There is a great market opportunity for the business people who want to explore new ventures.

Educational entrepreneurship has a 'social dimension' (Chand, 2006). Educational entrepreneurship is somehow related to social entrepreneurship also. Because here the focus is on the learning of the students and betterment of the society rather than simply focusing on earning money.

Factors involve in Rise of Educational Entrepreneurship

There are certain reasons and factors that have contributed in the rise of entrepreneurship in education sector in recent decades.

- People's general dissatisfaction with the existing system of education of public schools
- Continuous call for quality and accountability
- Globalization and continuous push for making the students able to survive in the global era.
- Expectations from education to prepare the learners for innovation and change
- Greater emphasis on marketization of education
- Emergence of new knowledge especially information and communication technology.

These all factors positively contribute in an increase in demand for educational entrepreneurship.

Our education system has to be dynamic if we have to survive in this world of competition.

Hess (2007) emphasizes on the importance of availability of opportunities for the educational entrepreneurs to enter into the field, obtain the resources, recruit talent, compete fairly, and benefit from their success.

Forms of Educational Entrepreneurship

It is to create new business ventures in education. It may include opening of montessori or early childhood education center, primary school, post-secondary school, supplemental education service like academy or tuition center. These are supposed to be most promising and rewarding segments for the for-profit entrepreneurial activities in education.

Resources for Educational Entrepreneurship

No organization can exist or survive without resources. For successful running of any business or organization there is the requirement of financial capital including Startup capital, growth capital, and sustaining capital that can be obtained

from personal funding, loans from banks, equity investments from venture capital firms, angel investors, and revenues generated from the organization it –self after gaining a certain level of maturity (Smith, 2006).

Human capital is as much important as the financial capital. Kim Smith (2006) has quoted Jim Collins words as “it is to get the right people on the bus, the right people on the right seats and the wrong people of the bus”. Although it will be very much difficult to acquire the people in the initial stages of the business and retain at the later stages. In the start it depends on the financial resources that how many and how much people the one entrepreneur can acquire to run the educational enterprise. One thing should always be kept that those people may be hired whose personal philosophy is in harmony with that particular educational enterprise's philosophy. Mission-driven people can prove to support in the accomplishment of educational enterprise's goals.

The third most important is intellectual capital. It is as much important and crucial for fueling of the educational entrepreneurial success as the financial and human capital. It is linked up with other two resources. It composed of ideas, practices and policies that energize the entrepreneur and help him to learn from experience, and explore certain opportunities, and to visualize those changes that can positively contribute in the success of the organization (Smith, 2006). This capital can be geared by market research, evaluation, policy makers, think- tanks and cross disciplinary research. It also include to translate own work to improvement.

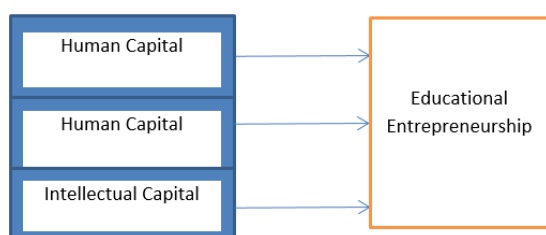


Figure 1: Resources for Educational Entrepreneurship

5-Stage Entrepreneurial Model and its application in Education

This model is suggested by Consortium for Entrepreneurship Education. It can be successfully used in educational entrepreneurship education as well

This model consists of five stages:

1. Discovery
2. Concept development
3. Resourcing
4. Actualization
5. Harvesting

Discovery is related with thinking about possibilities and opportunities. It is to find out to look for them optimistically and thinking that how things can be made possible.

Concept development means to choose one idea and creating a plan for making it a reality.

Resourcing is related to testing the feasibility of the plan in terms of financial, human, material, information, physical resources and time

The fourth step that is actualization is to start and run the educational enterprise. It is to start up the business and make it a reality.

Harvesting is the last step that is to decide on the future of the educational enterprise.

Diploma in Educational Entrepreneurship

At the initial stage Diploma in Educational Entrepreneurship can be initiated in those universities or institutes where Teacher education programs are offered. These diploma courses can be intersection of education, business, and entrepreneurship. This one-year program may be delivered in an accelerated executive style, and provide the learners with the knowledge, practical skills, and experiences necessary to create, fund, and manage innovations in education. The students of this unique program may leave with the tools necessary to chart new solutions in education such as building education technology ventures, redesigning programs, creating new schools, and leading innovation in educational organizations and corporations. Fresh graduates of teacher Education programs, teacher educators, and those people who want to open their educational enterprise may be the possible entrants of this program.

Curriculum of Diploma of Educational Entrepreneurship

The curriculum must be a blend of Entrepreneurial skills, Ready skills, and Business functions that must be designed to teach strategic frameworks to articulate problems, explore alternatives, and reach solutions to improve the school system. The curriculum may be a blend of theory and practice. The curriculum may be designed in a way that it provides maximum opportunities to the learners to

master the knowledge, skills and dispositions necessary for educational entrepreneurship.

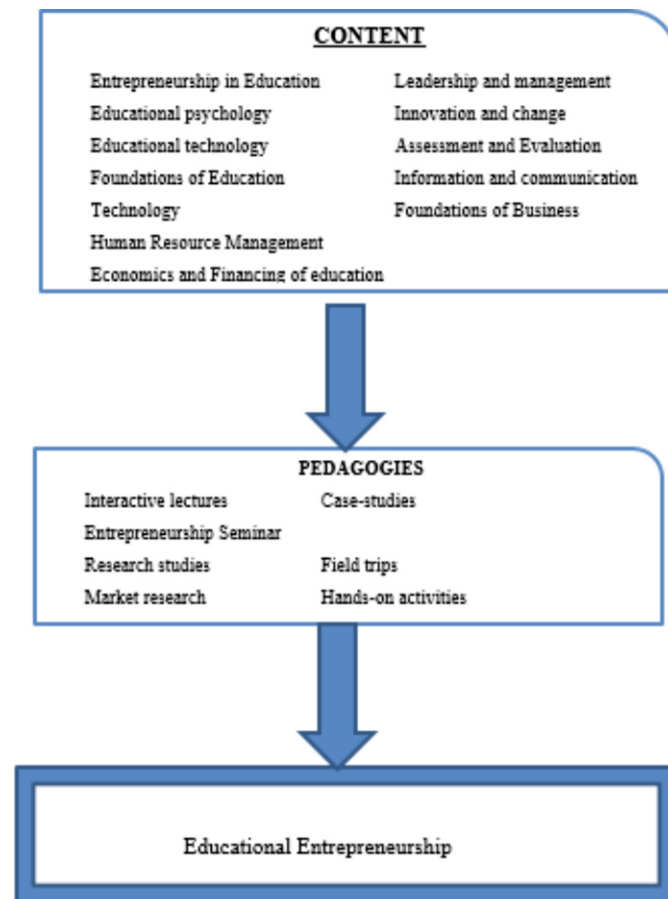


Figure 2: Educational Entrepreneurship Model

Conclusion

Educational entrepreneurship is the need of the time. It is essential to introduce the Diploma in Educational Entrepreneurship in the teacher education departments of universities, Colleges of Education, and institutes of Education. The maximum benefits can be enjoyed from these programs if these are planned keeping in mind the unique needs of educational entrepreneurs and making it a hybrid of entrepreneurship, business and education. In this way the interested people may learn necessary knowledge, skills and attitudes that ensure their greater prosperity and well-being. Then these mavericks can bring a positive change in the society while providing feasible alternatives to parents, community and society.

REFERENCES

1. Chand, V.S., & Amin-Chaudhry, G. (2006). Teachers and socio-educational entrepreneurship: Competence as a consequence. *The Journal of Entrepreneurship*.
2. Consortium for Entrepreneurship Education. (2004). National content standards for entrepreneurship education. www.entre-ed.org
3. Hess, F. M., & Hassel, B. C. (2007). Fueling educational entrepreneurship: Addressing the human capital challenge.
4. Man, W. Y. Clarifying the domain of educational entrepreneurship: Implications for studying leadership, innovation and change. *The Hong Kong Institute of Education* <https://www.ied.edu.hk>.
5. Norway Ministry of Education and Research. Entrepreneurship in education and training. – from compulsory school to higher education 2009–2014. <http://www.regjeringen.no/.../action-plan-for-entrepreneurship-in-education...>
6. Smith, K., & Peterson, J. L. (2006). What is educational entrepreneurship?. *Harvard Education Press*. <http://gsweb.harvard.edu/hepg/educationalentrepreneurship.html>
7. United Kingdom Quality Assurance Agency for Higher Education. (QAA). (2012). Enterprise and entrepreneurship education: Guidance for UK higher education providers. www.qaa.ac.uk/en/Publications/.../enterprise-entrepreneurship-guidance...